

The Grange Academy SEND Information Report

Reviewed by the SEND/Inclusion Team and approved by the Local Governing Body on

Introduction

At The Grange Academy, we believe in equal opportunities for all, and aim to ensure that our provision for children with Special Educational Needs and Disabilities (SEND) offers appropriate support for those facing barriers to their learning. At our school, we provide experienced support for all four broad areas of Special Educational Need: Learning and Cognition; Communication and Interaction; Social, Emotional and Mental Health; and Sensory and Physical Needs.

Our SENCo, **Joanne Ricketts**, is experienced in ensuring that suitable provision is offered to all pupils with additional needs. Our SENDCo is supported by a team of knowledgeable and qualified staff, consisting of both employees at the school and external specialists.

At Future Academies, **Gary Aubin** supervises SEND across our schools to ensure that it is of the highest standard and that children on the SEND register are being supported to achieve their full potential.

1. What kinds of Special Educational Needs are provided for at The Grange Academy?

Within the SEND Code of Practice it is identified that there are four broad areas of need:

1. Communication and Interaction Needs
2. Cognition and Learning Needs
3. Social, Emotional, Mental health Needs
4. Sensory and/or Physical Needs

Our Academy is committed to ensuring that pupils with medical conditions are properly supported in school so that they can:

- play a full and active role in school life;
- access and enjoy the same opportunities at school as any other child, including school trips and physical education;
- remain healthy and safe; and
- achieve their academic potential.

If a pupil has a medical need, they will have a Care Plan which is compiled in consultation with parents under the guidance of the welfare officer. The plan is discussed with all staff who are involved with the pupil. Relevant staff receive regular first aid training delivered by outside training providers and are aware of where they can access further information as necessary.

Where necessary, and in agreement with parents, medicines are administered in school, but only with signed parental consent and with medicines in the original packaging.

2. How do we identify and assess pupils with SEND?

The SEND admissions process informs us of those children with Educational, Health and Care Plans (EHCP). For pupils with such plans, we are able to plan for as seamless a transition as possible in meeting their needs in their new secondary provision.

We also gain information about children's SEND before they arrive, through:

- Parent-supplied information on school application forms and at entry interviews;
- Shared communication between primary schools and our Academy on the specific needs of individual pupils, in the summer term prior to the child starting;
- Close liaison with parents and primary SENDCos before a pupil joins us in Year 7 to ensure continuity of care, especially where diagnoses exist for a child or where an EHCP states certain types of provision;
- In-school testing of all Year 7 pupils prior to them starting at our Academy, including the NGRT reading test and Cognitive Ability Tests.

Once pupils have begun their time at our Academy, further identification and assessment can be done through:

- In-class observations of all classes for the first weeks of term for Year 7 classes;
- Teacher feedback and continual progress-monitoring to inform where a child may need extra support; and
- Student Support meetings between the Head of Year and the SENDCo.

Further specific screening tests can be carried out according to need to recognise pupils with traits of dyslexia or dyscalculia, as well as tests that look at handwriting speed, spelling accuracy and reading ability.

In more complex cases, we feed into external services including speech and language therapy, the Educational Psychology Service, Child and Adult Mental Health Services (CAMHS) and Visual/Hearing Impairment Services.

3. Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strengths and difficulty;
- We take into account the parents' concerns;
- Everyone understands the agreed outcomes sought for the child; and
- Everyone is clear on the next steps.

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

It is essential for us to understand your views and the views of your child, and we encourage parental involvement in any support we provide.

You can share your views by email, by phoning the Inclusion Department, or by arranging a meeting with one of the Inclusion Team. We will always endeavour to respond to your views and where possible to act upon them.

4. Assessing and reviewing pupils' progress towards outcomes

Your child's progress will be assessed both in terms of their regular learning within the class and with regard to specific intervention programmes. Written reports will be sent home after every Assessment Point.

Every method of supporting a pupil at our Academy has clearly identified measures of success. This will include feedback from the pupil and parents, as well as the use of data to assess impact, and feedback from teachers where appropriate. You and your child will be kept informed, and encouraged to be actively involved at all stages of this support.

All pupils and their parents/carers are invited to and encouraged to meet teaching staff and Inclusion Department staff at parents' evenings to discuss progress and any concerns.

All children with EHC Plans will have Annual Reviews to monitor progress against objectives and plan future objectives, in partnership with parents.

We will carry out Parent and Student Voice activities throughout the year to better understand the views of our children with SEND.

5. Supporting parents to support their children's learning

We will provide parents with advice on how to support their children to complete homework to a high standard. Parents are always welcome to contact their child's Form Tutor for more specific support and advice at any time.

Parents will be invited to attend other specific events during the year e.g. Options Evening which give further support to parents and pupils.

Your child's recent Pupil Passport will include a section on support strategies, many of which apply to home as well as school life. If you are not sure how you can apply them, you should contact your child's support team.

Annual reports provided by the Academy often contain advice that will be discussed and developed with you at the face-to-face Annual Review meeting.

Parents are always welcome to contact their child's support team for ongoing support and advice.

6. Letting parents know if the Academy has concerns about children's learning, special educational needs or disability

Your child's class teacher or tutor may initially speak to you on the telephone about your child's learning.

The SENDCo or an Inclusion administrator may contact you and arrange a meeting to discuss your child's difficulties with learning and any possible support strategies the school might be considering.

If your child is taking part in an intervention to support their learning, you will be informed about what this intervention is, how you can support your child, and what the learning outcomes are.

7. Supporting pupils moving between phases and preparing for adulthood

We liaise closely with the local primary schools to ensure we know as much as possible about the support needs of our new pupils. We are able to discuss with the relevant teachers any individual needs and meet all new parents and pupils in the summer term before children begin Year 7. Pupils who need additional support with behaviour, special educational needs or other pastoral concerns will have opportunities to visit the Academy, as part of our additional transition programme.

When Year 7 children join the Academy in September, they will have an extended lunch time during the initial period.

We take care to ensure that during transition points (between classes, each year and at the end of Key Stages) all relevant staff are aware of individual pupils' needs, learning progress and the best strategies to support their learning. This happens through effective use of data, an Inclusion Department that communicates well with all teaching staff, and strong systems for reporting progress.

If your child has an EHC Plan, we will participate in and/or facilitate their Annual Review in sufficient time prior to them moving between key phases of education. You will be kept informed of these arrangements and be encouraged to attend the reviews.

From Year 9, all EHC Plan reviews will have a focus on preparing for adulthood including employment, independent living and participation in society. We support our pupils in their applications to further and higher education or training upon leaving the Academy.

If a pupil leaves the Academy to join another school we will ensure all relevant information is shared, in agreement with the pupil, parents/carers.

During Year 11 the Inclusion Department staff will support many pupils with SEND with applications for school, college, apprenticeships or employment opportunities.

8. Our approach to teaching pupils with SEND

Pupils' learning needs will first be met through the high-quality teaching delivered by their class teachers who are responsible and accountable for the progress and development of all the pupils in their class.

We carefully plan our knowledge-rich curriculum to match the age, ability and needs of all children. Differentiation is built into all teachers' lesson planning and delivery. The class teacher will adapt lesson planning and teaching to match your child's special educational needs and/or disability.

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Assessment points spread throughout the year help teachers to fully understand your child's progress, and to adjust their planning, teaching and feedback accordingly. We know the needs of our pupils very well, and use data in order to inform our planning and to identify targets to achieve improvements. We take action to close any gaps; for example, for those making slow progress in acquiring age-appropriate literacy and number skills, we will take positive and proportionate action, such as targeted support or intervention.

9. Adaptations to the curriculum and learning environment

Every Department in the school has responsibility for ensuring that your child is able to achieve in their subject. Their progress will be closely tracked with regular feedback to parents throughout the year. Many pupils will also have support from Teaching Assistants in class.

External agencies and specialists may also review your child's progress and adapt their planning accordingly. We will seek additional specialist advice when appropriate and, when necessary, accessibility aids and technology may be used to support your child's learning.

If appropriate, specialist resources may be given to the pupil e.g. writing slopes, coloured overlays, large print materials or notebooks.

A range of interventions are run, and adaptations made to support pupils. The intervention provided takes a three-tiered approach to supporting learning:

Universal – this is the teaching your child receives from their class teacher. It is the most fundamental way in which your child's needs will be met in school. Inclusive teaching means that, in the vast majority of cases, small adaptations made by the teacher will ensure access for all, without the need for your child to be taught a separate curriculum or taught outside the mainstream classroom. The work of the SENDCo and other colleagues makes this a reality.

Targeted - it may be appropriate to consider making additional short-term special educational provision to remove or reduce any obstacles to your child's learning. This takes the form of a graduated four-part approach:

- assessing your child's needs.
- planning the most effective and appropriate intervention.
- providing this intervention.
- reviewing the impact on your child's progress towards individual learning outcomes.

Sometimes this intervention may take place outside the classroom, as a 1-to-1 or with a small group of pupils. These will be limited to a number of weeks to minimise disruption to the regular curriculum. Parents will be kept informed of their child's progress towards learning outcomes.

Specialist – it may be necessary to seek specialist advice and regular long-term support from a specialist professional within the school. Such specialists may include Speech and Language Therapists or Educational Psychologists. Sometimes the school will enlist the services of external professionals, such as occupational therapists, sensory advisory teachers or other services provided by the Local Authority. The school may need

to prioritise referrals to these services. However, for a very small number of pupils, access to these specialists may be through an EHC Plan.

Every effort is made to ensure full access for all pupils to the school building. The Academy regularly reviews its Accessibility Plan (published on the Academy’s website) for this purpose. Where this is not possible, we work with families to consider appropriate adjustments.

The Academy adheres to the Equality Act in relation to admissions, exclusions, behaviour and the way education is provided for our pupils and their access to facilities and services. The Academy’s policy on behaviour takes full account of the new duties under the Equality Act.

We actively promote equality and diversity through the curriculum and by creating an environment that champions respect for all.

10. Expertise and training of staff, including how specialist expertise will be secured

The Academy’s SENDCo has a number of years of experience in this role. The Trust has appointed an experienced SEND expert to provide day-to-day support for all SEND/Inclusion Teams within the Trust.

We have a team of teaching assistants who are trained to deliver SEN provision.

Our programme of regular professional development ensures that our staff is fully aware of how to cater for a range of Special Educational Needs. Provision for SEND is not a bolt on but is integral to everything we do.

The Academy is able to access training programmes from different organisations, including from the Local Authority.

Individual staff training needs are regularly reviewed and training arranged accordingly.

11. Additional support for learning and working with other agencies

The table below lists some of the additional support, specialist services and expertise available to and accessed by the Academy.

<p>Educational Psychologist</p>	<p>The School is able to access limited levels of support from an Educational Psychologist. This enables us to access a range of consultation services, assessment and intervention support as well as training. Our Educational Psychologist consults with parents and staff to explore issues that may interfere with a pupil’s learning. Strategies discussed between the people involved in a child’s education are hoped to promote progress and inclusion using knowledge, experience and relevant research.</p>
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CAMHS (Child and Adolescent Mental Health Service)	Where necessary, we are able to refer pupils to CAMHS directly. Parents can also refer to CAMHS via their GP. CAMHS provide outpatient assessment and treatment for children and young people with emotional and behavioural difficulties. Team members are likely to include child and adolescent psychiatrists, social workers, clinical psychologists, community psychiatric nurses, child psychotherapists, occupational therapists, as well as art, music and drama therapists.
Social Services	If the school has a concern about a child or young person who may be suffering harm we immediately contact the Referral and Assessment Team for advice and support. We also liaise closely when one of our pupils is Looked After by the Local Authority, is subject to a Child Protection Plan or is considered a Child in Need.
Speech and Language Therapy	The Academy is able to access a limited offer for Speech and Language Therapy provision from the Local Authority. This may involve training for staff or, where a child has an EHCP, it may also involve direct therapeutic work with a child.
Welfare Officer	<p>The school has a designated Student Welfare Officer. The welfare officer offers a wide ranging service which includes:</p> <ul style="list-style-type: none"> ● Supporting in the creation of care plans for pupils with additional health needs (for example diabetes, asthma, epilepsy); ● Ad hoc health assessments ● Health promotion - providing advice on a range of topics, including: sexual health, smoking, maintaining a healthy weight and drugs and alcohol.

12. Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term;
- Reviewing the impact of interventions after a pre-agreed time;
- Using pupil voice and questionnaires;
- Monitoring by the SENDCo;
- Using provision maps to measure progress; and
- Holding Annual Reviews for pupils with EHCPs.

13. Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

Our Academy is an inclusive school, committed to providing equal opportunities for all children. Educational Enrichment is one of the core pillars of the school and we are committed to ensuring it is inclusive for pupils with Special Educational Needs and Disabilities. No child is ever excluded from taking part in activities

because of their SEN or disability and school clubs, educational visits and residential trips are available to all pupils. The Academy will make reasonable adjustments, when necessary, to ensure that pupils with SEND are included in all activities.

The Academy's Accessibility Plan is published on the school website and sets out how we:

- support our disabled pupils to access and participate in the curriculum; and
- review and plan improvements the physical environment to enable our disabled pupils to take better advantage of the education, benefits, facilities and services we provide.

14. Support for improving emotional and social development

We aim to ensure that students with SEND are included in all aspects of school life, whether through representation on a school council or involvement in a lunchtime club. The SENDCO has ultimate responsibility to ensure that all students feel meaningfully included in the life of the school.

Emotional and social development are addressed through our PSHE curriculum. In addition, the inclusion department will deliver interventions in this area where it is felt that a child needs additional support.

For children whose needs appear more significant, our school has a designated counselling service. Children access this service through referral from staff or family members.

15. Complaints about SEN provision

Complaints about SEN provision in our academy should be made to the SENDCO in the first instance. Contact details can be found [at item 17](#) in this document. In most cases the SENDCO will be able to address your concerns. If the SENDCO is unable to resolve your concerns, you will be escalated to the Principal who may direct you to the school's Complaints Policy and procedure.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our Academy has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

16. Contact details of support services for parents or pupils with SEN

[Hertfordshire Information on Local Services and Support](#) can be found here.

17. Contact details for raising concerns about my child

At The Grange Academy, we are very happy to speak to you about any aspects of your child's education. It is best to speak to one of the following in this order:

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The tutor/subject teacher
The Head of Year
The SENDCo (j.ricketts@thegrange.futureacademies.org)
The Principal
The CEO can be contacted for any concerns that need to be expressed to the Governing Board

18. The Local Authority local offer

The Academy's Local Authority is Herts County Council. Their Local Offer can be accessed [here](#).

Pupils, parents/carers without access to the internet can contact their local library or Children's Centre.

Additional Information

What support can pupils receive while taking tests and exams?

We follow the guidelines outlined by the Joint Council for Qualifications (JCQ). A pupil may be eligible for access arrangements (such as extra time, supervised rest breaks or use of a reader) if he/she meets certain pre-defined criteria, including whether it is the child's 'normal way of working'. For full information on access arrangements, click on the [JCQ Website](#).

Pupils who are on the SEND register are automatically tested to ascertain whether they meet the criteria. Other pupils are nominated by parents or teachers. Only small numbers of pupils are granted permission to have special consideration for examinations. In this case, parents and pupils are informed well in advance of the examination.

What is an EHC Plan, and who can request one for my child?

The purpose of an EHC Plan is to make special educational provision to meet the Special Educational Needs of a child or young person, to secure improved outcomes for him/her across education, health and social care and, as he/she gets older, prepare for adulthood.

An EHC Plan will:

- detail the views and aspirations of you and your child;
- give a full description of his/her Special Educational Needs and any health and social care needs;
- establish outcomes for your child's progress;

- specify the provision required, and how education, health and social care will work together to meet your child's needs, and support the achievement of agreed outcomes.

You, your child (where appropriate and aged 16 and over) and/or the school can request that the Local Authority conducts an assessment of your child's needs. If the school is making a referral, this will be done by the SENDCo. This may lead to an EHC Plan.

For full information on the EHC process, please read Chapter 9 of the [SEND Code of Practice](#) 0-25. For those pupils with the highest level of need, it may be appropriate for the SENDCo, parents or the young person themselves (if over 16) to request an Education, Health and Care (EHC) assessment.

Pupils and their parents are strongly encouraged and supported to be active participants in this process. We have an expectation that parents and the young person are fully included in the EHC assessment process from the start, are fully aware of their opportunities to offer views and information, and are consulted about the content of the plan.

How will the school fund SEND support?

There are three-different elements of funding for schools that are relevant for pupils with SEND:

- **Pupil-led funding:** This is the basic per pupil funding that schools receive for every child whether or not they have SEN.
- **Notional SEN funding:** This is an identified figure within the pupil-led funding that each school receives annually. This element of funding is used to fund the special educational provision for children with school-based SEN and a proportion (£6,000) of funding for children with EHC Plans.
- **'Top up' funding for individual pupils:** This funding comes from the Local Authority, as and when required and on the basis of the child's assessed needs. It is usually used to fund support for children with an EHC Plan. The expectation is that a mainstream school must provide an additional £6,000 of support for each individual child with SEN before they can access top up funding.

How are the school's resources allocated and matched to the pupil's special educational needs?

The notional SEN funding is allocated each financial year. This funding is used for a wide range of purposes that support pupils with SEND, such as:

- Enhancing high quality teaching: Our whole school priority is to continually improve the quality of teaching and learning for all pupils, including those with SEND.
- Employing specialist staff to support pupils with SEND, such as Teaching Assistants and other staff within the Inclusion Department.
- Purchasing appropriate resources such as differentiated materials for low prior attaining pupils or literacy materials.
- Purchasing services such as Educational Psychology or Speech and Language Therapists.
- Paying for training for staff to ensure they are aware of the latest research and developments on a wide range of SEND.
- Providing additional support and/or resources dependent on an individual's or cohort's needs.
- Contributing the first £6,000 towards funding for pupils with an EHC Plan.

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How is the support allocated to children, and how do they move between the different levels of support in school?

The Academy receives funding that includes funds to support the learning of children with SEN and/or disabilities.

The Trust, in consultation with the school Governors, decides the budget for SEN provision on the basis of the needs of the children in school.

The Head of SEND for the Trust and the SENDCo discuss the effectiveness of the school's current interventions and provisions and prioritise an action plan, which may include additional or alternative interventions, staff training and equipment needs. This process is reviewed regularly to ensure the best possible intervention is provided to those children who require additional support to learn.

Our Expression of Concern system means that any member of staff can bring a pupil to the attention of the Inclusion Department, who can then assess the level of support needed.

How does the Academy address bullying?

Our Anti-Bullying Policy makes it clear that all our pupils have the right to feel safe from bullying. We have a robust and consistent approach to bullying, which makes it clear that bullying will not be tolerated. Pupils with SEND may be more vulnerable to bullying and harassment, and so particular care is taken to ensure that they feel supported and that any incidents are dealt with promptly.

Full information about how we deal with bullying can be found in our Anti-Bullying Policy.